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good progress and has definite knowledge. This quite general attitude toward Latin Composition is evidence of inaccurate preparation and faulty methods of study, and it is too often the case that, after three or four years of study, a student's knowledge of Latin is really insufficient for college work.

Latin Composition involves a vocabulary of common Latin words with a close knowledge of their exact meanings, a knowledge of case usages, mood usages and Latin sentence structure. If these points have been kept constantly in mind the problem of writing simple Latin is solved and students are properly prepared for college; and above all, such students have had the training that develops reasoning power and analysis of expression and thought—all of which are great parts of an education for life.

The difficulties the teacher encounters in teaching Latin Composition may generally be traced, in large part, to an inaccurate knowledge of forms and the consequent disproportionate time it takes a student to reach, after a pathetic effort, a particular case or tense. With the following watch words for the first year, ACCURACY and QUICKNESS, a teacher should find it possible to do, in connection with each lesson, a considerable amount of simple oral and written composition. Very often it is claimed that the recitation period is too short. However, I believe firmly in the value of combining composition with translation, because both are concerned with a knowledge of Latin words and syntax. The aim in each is a gain of power and accuracy in handling the language. The student should be made conscious of the features of the language he is studying—its directness, concreteness, precision, order of thought and emphasis, and he should observe *not only how Latin authors express their thoughts, but how they would express our thoughts*. Sensible of the differences in the two languages, a student will not translate into English which is merely a reproduction of the Latin idiom. The study of Latin and Latin Composition should, most certainly, have a pronounced effect on the good use of English. It is true that there are constantly increasing demands on the time of our students in the secondary schools, and our teachers are, too often, called on to teach several subjects, but the defects in Latin preparation and the marked unevenness in the matter of Latin Composition, would be largely eliminated if the teacher should aim first at a sure foundation in inflections, insisting on quickness and absolute accuracy, and would take great pains to guide the student in an intensive and rational method of studying the Grammar—planning to cover the field systematically with constant repetition of grammatical principles by quick oral and written work. Under these conditions students will read and write simple Latin with a sense of power and with a spirit of enthusiasm which comes only from the consciousness that the student can do and do well what he is expected to do. Let me caution you as follows: Do not give indefinite assignments. Narrow the range, and insist on thoroughness. Anticipate each day the special study of the next, and require each day that the students be able to state quickly and briefly the principles gathered from the previous day. Call each day for the leading vocabulary of the review, repeatedly drill, by means of this vocabulary, the definite principles studied. Teachers are too ready to assume that a student knows. The student does not know until he can accurately and quickly state and illustrate by English and Latin examples. By assigning a narrow range, the class knows each day whether it is prepared or not, and the students are judged and judge their own progress by definite standards. Do not "pepper and salt" a page of Latin with syntactical questions unless such questions have a distinct value in illustrating the special topics of investigation. When a student had read correctly, it is a mechanical process to delay with mechanical questions. Ask the pupil what he sees in the passage that is connected with what has been assigned. *Train the student to observe and reason for himself*. Question less and teach more. By teaching, I mean guiding into thought and analysis. Teach Grammar only by reference to the Grammar, after approaching the point in question by English examples which stimulate thought and are not too involved. Teach the student by consulting the Latin Grammar in the recitation, how to study his Grammar, and how to draw conclusions.

All written work should be done with long vowels marked, as contributing to a good pronunciation, and as a feature of the accuracy which Latin study should aim at. Train the ear of the student by short oral sentences, and the eye and ear by always putting important sentences on the board, after they have been given orally.

*Latin composition is not a problem in itself, but is an index of the degree of thoroughness that has characterized the student's preparation in the language itself.* If he has been trained to read closely and accurately, after a quick and accurate knowledge of forms, that student will write simple Latin well. This is all that the colleges ask for. The writing of connected narrative, more or less figurative and involved, does not belong to the secondary school.

PERLEY OAKLAND PLACE

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